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EXTENSION SERVICE

REVIEW

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HELPING

RURAL  **PEOPLE**



CREATE NEW

OPPORTUNITIES 

**up incomes
standards of living**

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

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Prepared in
Division of Information
Federal Extension Service, USDA
Washington, D. C. 20250

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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1963).

The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402, at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service,
U. S. Department of Agriculture and State Land-Grant Colleges
and Universities cooperating.

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EDITORIAL

U.S. Food for Peace is a powerful force in the world.

Hungry people in many lands are being fed. And economic growth is being promoted.

Some countries that were once getting food aid are now cash customers for American farm products. Among these are Japan, Italy, and Spain.

Japan, for instance, is now buying U.S. agricultural commodities to the tune of \$500 million a year. It is the world's Number 1 buyer of American cotton, soybeans, hides and skins, tallow, nonfat dry milk, raisins, and currents.

In the past nine and one-half years, the United States has shared with needy people, mostly in the developing countries, nearly \$13 billion worth of agricultural products at export value.

America's farm people can well be proud of the role they play in world affairs. Their skill and initiative teamed with research, education, and technology have made the United States the world's leader in agriculture.—WAL

Problem Solving Approach Makes For Better Farming And Better Living

by A. S. BACON, Assistant to the Administrator
Federal Extension Service

FIFTY-EIGHT years ago a Tuskegee-trained agriculturist, Thomas M. Campbell, climbed aboard a mule-drawn movable school designed by Dr. George Washington Carver and drove off to help the Negro farmers of Macon County, Alabama meet the boll weevil threat.

A month later, John B. Pierce, recently out of Hampton, seated himself in a buggy, picked up the reins of a bay-colored mare, and set out to show hard-pressed colored farmers of Virginia how to grow something besides cotton and tobacco.

Through the farm demonstration work of these two extension pioneers, along with that of such women as Annie P. Hunter of Boley, Oklahoma, and N. Juanita Coleman of Tuskegee, Negro farm families of Alabama and Virginia began to reduce their dependence on one-crop farming. They learned how to grow gardens and raise chickens, hogs, and a few cattle mostly for home use.

Employing result and method demonstrations and other developing Extension techniques, these early workers proved that Cooperative Extension work can help people solve their problems. And the problem-solving approach is still the core of effective Extension work.

For example, the method is still in use that was initiated in Georgia back in 1917 for helping farmers increase their production of meat, poultry, and eggs for home consumption. But now it is applied as a way of supplementing the family's cash income.

In 1916, Otis S. O'Neal, a graduate of Tuskegee who had gone to work as a county agent in Georgia, spent weeks in the late spring and summer traveling over the county looking into smokehouses. They were mostly bare, and chickens and eggs were in short supply. Here and there small flocks could be found, but most farm families had only a rooster and a hen or two foraging for themselves with a string tied around one foot to keep them out of the garden and the cotton patch.

It occurred to O'Neal that a contest in hog and chicken raising might stimulate more of the farmers to produce these high-protein foods. He approached the contest through a "Ham and Egg Show," and set out to teach farmers how to raise more chickens and hogs, and show them how to cure quality hams.

In the late 1940's the Extension workers of Brunswick County, Virginia, recognized that the farmers needed another cash crop to help supplement their income from cotton and tobacco. There was a nearby market for cucumbers, and the agents suggested that some of the families try their hand at raising this crop.

Six families joined in the effort and later one family built a grading center. This cucumber crop has increased the income of one community to \$40,000 a year.

Eight years ago a Wayne County, North Carolina, family went to the county agent for advice on an alternative enterprise they might enter in the face of declining acreage allotments of their cash crops.

In view of their experience with a few milk cows and the excellent market for grade "A" milk in the area the county agent suggested dairying. With a loan from the Production Credit Association for 10 cows and a grade "A" barn, the family began selling milk from 14 cows in 1957. Since then, the herd has been increased to 37 head.

A Texas family of six was having a hard time making ends meet on 50 acres a few years ago. The county farm and home agents sat down with them and helped them analyze their situation. Result: they needed more land for the production of beef cattle and hogs.

For a number of years the family had kept careful records, made an annual budget, and practiced other good management techniques. They took their records to the local bank and requested a loan for more land and cattle. The loan was approved. The family is now buying an additional 161 acres and owns a growing herd of beef cattle.

One of the best examples of Extension problem solving is to be found in South Carolina's Home Demonstration House.

Solving housing problems in South Carolina, as in the rest of the Nation, involves not only helping people develop a genuine desire for a better home, but also to establish guidelines which direct that desire toward improved standards.

Since 1952, when the Demonstration House was opened in a rural community near Kingstree, South Carolina, about 1,500 homemakers from 31 counties in the State have stayed there for periods ranging from 2 days to a week. Those who come from homes without running water and modern facilities return highly dissatisfied with their old places. Having lived in a dream, they are determined to make that dream real in their own homes. As a result, there has been a sharp increase in running water, bathrooms, and generally improved housing in South Carolina.

Over the years, Cooperative Extension agents working with rural colored families in the South have helped these families recognize and solve many farming and home-making problems. ■



Norma Webster and Celestine Davis practice techniques they learned in the clothing class they attended at Vaughn Housing Project, Missouri.

"HARD TO REACH" —fact or fiction

by IRENE BEAVERS, Program Leader,
Division of Home Economics, Federal Extension Service

THE Cooperative Extension Service is finding new and successful ways of serving audiences who have a special need for educational assistance from the standpoint of relative economic income. Extension agents are finding effective procedures for involving the "hard-to-reach" among their audiences. This often requires extra effort but it does lead to satisfactions when it is found that people will accept change.

Among the audiences identified with special needs are migrant workers, senior citizens, subsistence farm families, and families in low-rental housing units. The rule "know your audience and their needs" is basic to Extension education.

The role of Extension in bringing about changes in the practices of people requires that a linkage must be established between the professional worker and the audience. The means for establishing this linkage is communication.

Values and goals are important

Coming out of the educational world, the Extension worker as a way of talking, acting, and thinking which he finds different from that of some of the people he's trying to reach. As an educator he knows that he must be concerned with the values, goals, attitudes, and beliefs of the people. As Elizabeth W. Gas-

sette, former Home Demonstration Agent in Hartford County, Connecticut says, "I've learned to accept people in low socioeconomic levels as people with *feelings* just like my own but with vitally different experiences." Mary Johnson, Missouri Home Management Specialist says, "Low-income families have had many experiences and they have learned something from these experiences that would help us." Because of these differences in experiences, individuals have developed certain value concepts which provide a basis for their decisions and actions.

Principles are the same

Many States are discovering that subject matter must be tailored to fit the needs and abilities of different audiences. The principles are the same, only the approach in working with these families is different. For example, in teaching the farm labor families in the San Joaquin Valley, California, Extension workers found that the same principles of kitchen arrangement could be applied. The principles of working heights were the same for these minimum-cost dwellings as they were in homes of families with ample financial resources. Only application differed.

Dorothy Threlkeld, Extension Clothing Specialist in Kentucky, adapted materials to reach the audiences in

that State who had less educational and income opportunities. She, too, found in adapting materials that the same principles of clothing selection and construction apply to these families; that one of the needs is to adapt materials so they are easily read and understood by the audience.

Miss Threlkeld has several comments to make as a result of experience in working with the low socioeconomic families in Kentucky.

1. They are approachable.
2. Extension must take the initiative in approaching this group rather than hoping they will make contact.
3. They are interested in their families but have many problems, such as lack of money, physical resources, and low educational level.
4. There are "leaders and legitimizers" in this group.
5. The first approach needs to be a face-to-face one—a folksy visit. If this can be with the legitimizer, the agent is over the first hurdle.
6. In teaching, Extension must adapt methods, subject matter, and teaching aids to the interests of the people—whether it seems logical to us or not.

Missouri Extension home economics specialists have found that information must be presented in a simpler form and in smaller quantities than usual. Contacts with housing project personnel and pilot meetings

with people living in housing projects have been helpful in preparing suitable materials for Extension home economists to use with these families.

Adults learn effectively when they have strong motivation to develop a new skill or acquire a particular type of knowledge. That this desire to learn may be awakened was discovered in the United South End Housing Project in Boston. The U. S. Department of Agriculture's *Food For Fitness* slides provided an opening wedge to the subject of feeding the family, presenting an excellent explanation of the daily food guide.

The slides served a dual purpose as they created an aesthetic reaction for food tastefully served on an attractively set table. The slides were used in the first of a series of three programs concerned with "Feeding the Family."

Adapting methods

In working with these audiences, as with other audiences, methods must be related to the content and objectives to be taught. No one method can be depended upon, and Extension workers must be familiar

with many methods so that the right one or right combination may be chosen for each specific audience. Helen Holstein has described work with Seminole Indian families in Florida. "We used the same methods as with other audiences; however, they were carefully and thoughtfully adapted—tours, method demonstrations, illustrated talks, films, workshops, clinics, farm and home visits, posters, exhibits, and result demonstrations. Bulletins and leaflets were used with 4-H Club members and young men and women who had been to public school. Few written materials were used because of the language barrier. Pictures and objects (with meaning) were used.

In St. Louis at the Plymouth House, Carr Square Village, Helen R. Davies, Extension Home Economist in Food and Nutrition, visited most of the members in their homes. By talking with them individually, she was able to tell more about their buying and eating habits. Most homes were in excellent condition as far as neatness and cleanliness were concerned and the furnishings were quite adequate. The home visits have

proved helpful to the Extension workers as well as to the people involved.

Teaching adults

In summary, eight basic facts about teaching adults seem to apply to the low socioeconomic families as well as other families.

1. **Adults must want to learn.** The desire to learn may be stimulated by outside influences, but it can never be forced upon adults. The interests of adults need to be determined in order to know where to start with a group. However, the direction taken after that starting point is the important role of the educator and determines whether the program is worthwhile and effective.

2. **Adults will learn only what they feel a need to learn.** When the learner realizes what he needs to learn in order to accomplish what he wants, he is well on the way in the learning process.

3. **Adults learn by doing.** People develop skills, habits, and the ability to solve problems through practice—a step-by-step process. What is practiced is learned.

4. **Adult learning centers on problems, and the problems must be realistic.** In working with low socioeconomic families one must begin with specific problems drawn from their own experience which might be quite different from our experience.

5. **Experience affects adult learning.** Through a free give-and-take exchange of ideas, you can find out what their experience has been, and what set views they have acquired.

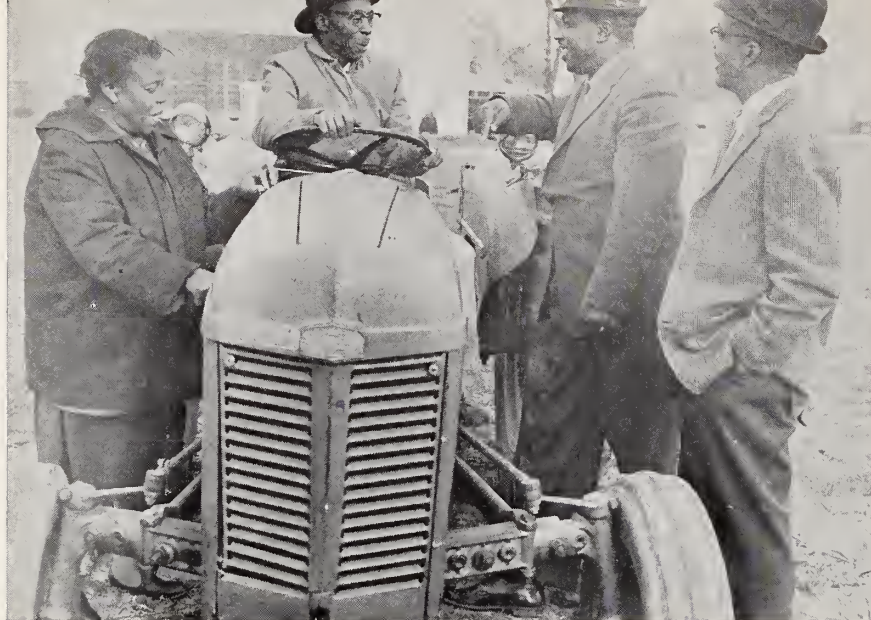
6. **Adults learn best in an informal environment.** Meetings held right in their homes provide an atmosphere conducive to learning and does not remind them of school. Many adults have unpleasant memories of their school days.

7. **A variety of methods should be used in teaching adults.** The method should be adapted to what you are trying to accomplish. To bring about a change in attitudes or ideas, you must involve the learner actively in the process. This implies the use of a discussion method.

8. **Adults want guidance.** Adults need as much praise as the teacher can honestly give them. They are impatient with their own errors, and easily become discouraged about their ability to learn. ■

Judy Pinnell, a Texas Junior 4-H leader gives a foods and nutrition program to Latin homemakers through Miss Nieto, a local Spanish interpreter.





County Agent James A. Perkins and the author visit the Kelleys at their home in Caroline County.

OPPORTUNITY THROUGH INITIATIVE

by MARTIN G. BAILEY, *District Agent, Maryland*

MR. AND MRS. ANDREW KELLEY were migrant farm laborers in 1943. While they were harvesting vegetable crops on the Eastern Shore of Maryland, they decided that they wanted to own their own farm in Caroline County, become responsible citizens, and provide a comfortable living and a good education for their children.

Prior to joining the migrant labor stream from Florida up the eastern seaboard to Maryland, the Kelleys were sharecroppers near Augusta, Georgia where they grew mostly cotton, corn, and peanuts. Finding themselves in debt at the end of the crop season, the family went to Belgrade, Florida in 1940 and found employment harvesting vegetables as migrant farm laborers.

While the Kelley family was helping with the crop harvesting in Caroline County near Preston, Maryland, they noticed a 61-acre tract of land with an old, delapidated dwelling being offered for sale. From the \$760 they had saved while working

in the fields they purchased the property in 1943. They made a down payment of \$600, leaving \$160 for living expenses and to start their four small children in school.

During the following 11 years, the Kelleys remodeled their house into a very comfortable seven-room dwelling with bath, purchased additional cropland to enlarge their farm to 109 acres, erected buildings, and purchased modern farm machinery necessary for vegetable farming.

Kelley attributes much of his success to close cooperation with the county Extension agent and other agricultural agencies cooperating with the Cooperative Extension Service; including Soil Conservation Service, Farmers Home Administration, and the Agricultural Stabilization and Conservation Service. He also serves on the County Extension Advisory Committee on Agriculture and 4-H Club Work.

Important factors which Kelley feels have helped him toward success have been farm management, the

application of recommended production practices, and keeping abreast of market conditions.

The Kelleys made some costly mistakes in the beginning by using poor production and marketing practices. Now through improved practices in marketing they place most of their fresh produce on the Baltimore wholesale market and the rest of their vegetables are sold right from the field to wholesalers who come from Washington, Wilmington, Philadelphia, and parts of West Virginia. The growing season was unusually dry in 1963, nevertheless the Kelleys were able to market profitably 8,000 bushels of fresh vegetables, 5,000 watermelons and 1,200 dozen ears of sweet corn.

Mr. and Mrs. Kelley told their county Extension agent that their future on the farm looks bright and they are busy planning for a good year in 1964. Their experience in marketing has indicated that more profit can be realized by growing vegetables to maturity at the very



Mr. Kelly discusses his barley crop with Agent Perkins. The county agent is helpful in solving farm problems.

earliest possible date for the spring and early summer market. Having produce to market in late summer and early fall has been quite profitable for the Kelleys also.

Realizing the benefits of early and late marketing, the Kelleys contacted their county Extension agent for advice on early and late varieties of vegetables. They also secured from the county Extension office a set of plans recommended by the Agricultural Engineering Department at the University of Maryland for constructing an economical greenhouse on their farm to enable them to grow their own plants early.

Mr. Kelley reported that marketing good quality produce is a very important factor in being a successful commercial vegetable producer. He has kept the quality of his produce at a high level by being extraordinarily selective in purchasing seeds for planting, gathering produce during the morning when the product is firm, and hiring sufficient labor to enable him to pick the crop while it

is at its most desirable stage of ripeness to satisfy the demands of the market. Mr. Kelley employs as many as 25 or 30 laborers at one time at the peak of his harvesting season in order to market his produce while it is in top quality.

There are now eight children in the Kelley family and all of them thoroughly enjoy sharing responsibility on the family farm when they are not in school or away working in the profession for which they were trained. The eldest son, Andrew, Jr., graduated from Maryland State College where he majored in Agriculture. He is responsible for transporting and marketing the produce on the Baltimore wholesale market. When marketing is at its peak, two of his sisters drive loads of produce to market along with him.

Three daughters have graduated from Morgan State College in Baltimore. One is employed as a dietician in a Baltimore Hospital, one is an accountant in New York City and the third is a recreational supervisor for

the City of Baltimore. Two other daughters are now attending Morgan State College, while a younger son, Purcell attends high school. The youngest, 6-year-old Blanche, attends public grade school.

The Kelley children have been outstanding 4-H Club members. Andrew Jr., and his sister Tessie each served at different times on a delegation of eight club members to represent Maryland at a Regional 4-H Club Conference. These club members were selected for their outstanding project work and junior leadership in their community.

Mr. and Mrs. Kelley and their children have many good personal traits which contribute immeasurably to the success of the family. They have a wealth of ambition, patience, initiative and creative imagination. These traits, coupled with the cooperative spirit of the family, have made it possible for them to succeed in their farm enterprise and become responsible and respected citizens in the community. ■

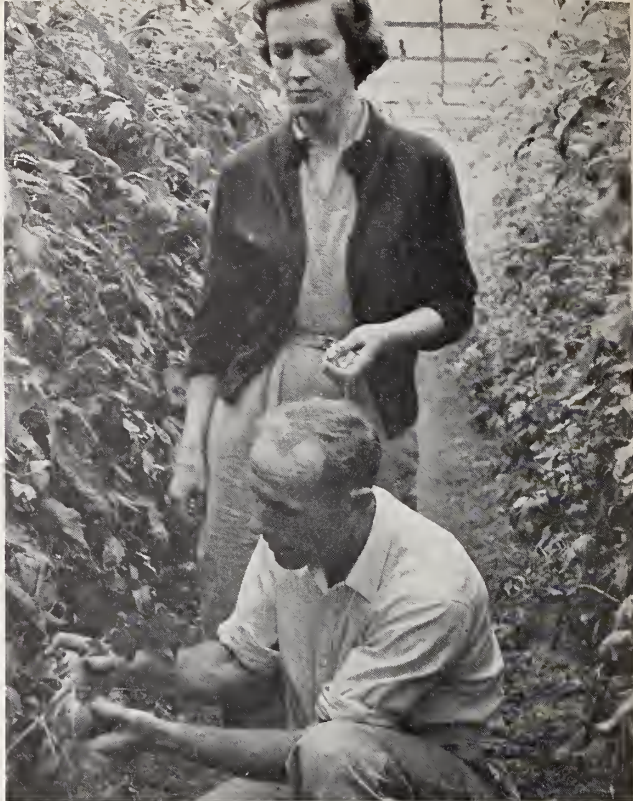
Extension in a Depressed Region

by R. K. KELLEY, *Chairman,
Eastern Kentucky Resource Development Project,
University of Kentucky*

EASTERN KENTUCKY, with its multitude of complex social and economic problems, has long presented impelling challenges to all agencies and institutions serving the region. The Cooperative Extension Service of the University of Kentucky has been no exception. However, recent efforts to develop special approaches, add new resources, and change program emphasis are beginning to show encouraging indications that the challenge can be met.

Eastern Kentucky includes approximately 30 counties in the easternmost part of the State. It represents about one-third of the geographic area and has about 20 percent of the population. It is a part of the Southern Appalachian Region and presents one of the hard-core problem areas of the entire region, which is well known as one of the focal points of low-income and inadequate resource development in the Nation.

A charcoal plant was established locally with financial help from ARA and technical assistance from Extension.



Greenhouse tomato production is ideally suited to the region because of small land requirements. Eighty family-operated greenhouses have been established recently.

Through the years, the economy of the region has been based on two extractive industries—coal and timber—and upon subsistence agriculture. Technological and scientific changes in American agriculture and in the extractive industries, together with lagging industrial development, have resulted in a set of interdependent forces which tend to establish a vicious cycle of poverty breeding more poverty. It is at once a problem of education, a problem of political structure and organization, a problem of culture and interaction of people, a problem of motivation or lack of motivation, and a problem of the application of science and technology to local conditions.

The population of this eastern Kentucky area in 1960 was approximately 600,000, having declined over 25 percent as a result of out-migration since 1950. Per capita income was \$800, or about one-half that of the rest of the State as a whole, and one-third of the National average.

Employment in coal mining has dropped from a high of over 50,000 to 15,000 and is still declining as automation continues to take over. Farming in the area has always been subsistence in nature. Over 60 percent of the 35,000 farms in the area are classified as residential or part-time farms selling less than \$250 worth of farm products annually. The average farm has approximately 70 acres, with less than 20 acres in open cropland. Three-fourths of the total land area is in forest.

Median school years completed by persons 25 and over

was 7.8 in 1960. Of the persons 25 years old and over, 24 percent have completed 4 years of school or less. The school dropout rate is about 50 percent. Health standards are low; malnutrition is evident among many school age children. The number of people per medical doctor is three times the National average.

Finally, these counties have until recent years been extremely isolated. They have had an individualistic, familistic type of society and have been dependent upon the remainder of the State and Nation for much of their support. In many of the counties, almost half of the families are receiving one or more forms of welfare aid.

The Cooperative Extension Service of the University of Kentucky has been serving this section of the State since the early days of the Extension Service; though in many counties, staffs have been very limited because of inadequate local financing and staffing problems. Also, until recent years, the approaches, techniques, and program emphases have been quite similar to those used in the remainder of the State, with major attention being given to agriculture, home economics, and 4-H.

The new approach to Extension work in this region could probably best be characterized as an extremely intensive application of the principles, objectives, and techniques employed by Extension Services across the Nation as they become involved in broader programs of economic development and social improvement. It involves a recognition of Extension's basic role in organization and planning, and in providing, wherever possible and appropriate, the needed technical and educational subject matter, regardless of the field.

This approach involves a recognition of the fact that in such an area, rural and urban problems cannot be separated; consequently, the emphasis is on county and area development in its broadest sense rather than on either rural or urban development. It involves a realistic appraisal of the agricultural, physical, and human resources of the region, and attempts to tailor the program to these resources. Finally it includes an appreciation of the need for many new technical and educational resources and the role and responsibility of the total Land-Grant institution in supplying these new resources.

First efforts to reshape and reorient Extension work in east Kentucky began in 1959 with special committees of State personnel and agents making very probing and realistic appraisals of the situation and problems in the region, our past and present approaches to helping solve these problems, and changes which would enable us to serve the region more effectively.

In early 1960 the effort received a major boost through a sizable grant from the W. K. Kellogg Foundation to establish a team of resource development specialists in the region. This project, the Eastern Kentucky Resource Development Project, functions as a part of the Cooperative Extension Service and provides technical, educational, and organizational resources heretofore unavailable. Subject-matter fields in which specialists are working are as follows: Community development, small business management, resource development, horticulture, basics of living, youth, adult guidance, poultry, animal



Operation Youth—Members of East Kentucky Youth Development Team prepare a stay-in-school campaign.

husbandry, public information, and tourism and recreation. Tentative plans have been made for the addition of a public affairs education specialist. Two area Extension agents in development are also working in the region.

Major efforts to date can be grouped into three broad categories of organization, human development, and economic development.

Organization

One of the major deterrents to progress and development in the region has been the lack of organized effort at the county and area level. In cooperation with other State and Federal agencies, a massive effort has been made to assist the leadership in perfecting needed organizations. Presently, every county in the 30-county region has some type of county development council or association and these 30 county groups are organized into eight area development councils. Overall plans for economic and social improvement have been developed by each of these groups and are modified from time to time as needed.

County Extension agents, with assistance from resource specialists and area agents, have provided the professional leadership for these organizations at the county level. Resource specialists and area Extension agents provide much of this leadership at the area level. The progress in organization and cooperative efforts at the county and area level is especially encouraging

since the region has historically been characterized by its individualistic, familistic patterns with strong allegiance to the local neighborhood and community.

Human resource development

It is recognized that the central objective in this total development effort is that of human resource development. Much educational effort is devoted to seminars, workshops, meetings, and informal contacts designed to help the people better understand their situation, problems, and opportunities. Leadership development receives major attention and some encouraging results are beginning to appear through awakened and enlivened leaders willing to commit their time, financial resources, and influence to the job to be done. County seminars for key leaders, both lay and professional, have been held in eight counties. These seminars are conducted over a period of 6 to 8 weeks and are designed to help the leadership develop a better understanding of the situation, problems, potentials, and limitations of the county. Resource specialists and other university personnel serve as speakers and discussion leaders for these sessions.

In the field of youth development, special emphasis is placed on career exploration and on the school dropout problem. Work on the dropout problem strives to create an awareness and concern on the part of both lay people and educators of the severity of the problem. Two regionwide seminars and three area meetings have been held to present and further interpret the problem and develop needed solutions.

The organized approach to working with homemakers has, with a few exceptions been relatively unsuccessful in the region. Consequently, work on family living and other homemaking problems is usually conducted on an individual basis or in the form of special projects and activities with the overall county development groups. For example, pilot projects in home improvement have been established in four counties. Special educational programs have been conducted for counties participating in the Federal Food Stamp Program.

Economic development

The limited agricultural resources of the region call for specialized approaches to generating new agricultural income. To date efforts have been concentrated on feeder pigs, greenhouses, and poultry—because of the low requirements of land for these enterprises. Feeder pig production in the region has increased from 4,000 to 9,000 in the past 2 years. Eighty plastic greenhouses with an annual income of over \$200,000 are now operating and one three-county area is making an encouraging start in commercial egg production.

In the field of industrial and business development, major attention is given to the development of small local industries with emphasis on wood. Four new wood industries have been established and three were expanded during the past 2 years. The University Forestry Department has established, with financial assistance from the Area Redevelopment Administration, a \$642,000 Wood Utilization Demonstration Center to facilitate this effort.

Management assistance is provided to small businesses and industries through management institutes and individual consultation. The management institutes are designed to assist small businesses with common problems.

Assistance is rendered to families and communities in the development of home industries programs. For example, over 150 persons in one community have been trained in the art of hooking rugs for market through the Arts and Crafts Division of the State Department of Commerce.

In the field of tourism and recreation, major attention is given to (1) assisting tourist facility operators in upgrading their facilities, service, and operational procedures and management; (2) advising and assisting in the development of new tourist facilities and attractions; and (3) educating the people on the requirements for development of a major tourist industry.

We think our experiences during the past 3 years have certainly demonstrated that the Cooperative Extension Service can and should be one of the key agencies in an overall development program, although many other agencies, both public and private, must be involved and contributing.

Although approaches, techniques, and needs will vary across the Nation, we think the following guidelines are extremely important as Extension further broadens its program of service:

1. To function in this role, we must provide new kinds of training for present workers and employ new workers, both specialists and agents, with different skills and experiences.

2. The new and demanding responsibilities cannot be assumed unless we first find ways of reducing time spent on chores and responsibilities carried in the past.

3. Providing and developing leadership for organizing and planning for overall development means that many workers will be spending more time with organizations and groups and less on individual problems.

4. Public affairs education has an extremely important role in overall development and Extension must assume major responsibility for this.

5. The total educational resources of the university must be utilized if Extension is to function most effectively in this broadened role.

6. Programs can no longer be built largely around county units. Multi-county program projects and activities grouped around economic centers are essential and we must gear our resources and approaches more in this direction.

7. To work effectively on new problems with new clientele, we must change our image from that of strictly an agricultural or rural educational organization to that of an organization representing the entire university with resources that can help families and communities meet their total needs.

Our concept of the approach we are taking in east Kentucky is one of education for action. Education is viewed as a part of action and sometimes the most important part of the action process. Whether, in given situations, it is the most important part of action, it is the part which is the primary concern and responsibility of the Extension Service. ■



by MARY ANN OWEN, *San Miguel County Home Agent,
Las Vegas, New Mexico*

THE FOOD STAMP PROGRAM has been helpful in improving diets and raising the nutritional level for many families in San Miguel County, New Mexico. My county was one of eight chosen by the USDA in 1961 to be a pilot study area to test the program. By the end of 1963, the Food Stamp Program included 40 counties and 3 cities in 22 States.

San Miguel County is typical of the counties of northern New Mexico. Here the rural people of Spanish descent live on small, irrigated farms averaging 5 to 10 acres. Often they are hidden in the folds of the hills, where the people, forming tiny villages, live much as their ancestors lived for many generations.

Individual holdings, divided as families increased in size, have become so small that now often half of the adult male population of the rural farming communities are obligated to leave home to seek work and wages in industrial areas. Even then, money is not adequate to take care of family needs and many are forced to accept public assistance. Hence, the Food Stamp Program has been a real boon to the people.

In the beginning, participants in San Miguel County had difficulty in adjusting their buying habits. They found themselves with increased buying power and little knowledge of how to use it to benefit their family. Many tended to buy choice or fancy foods such as pastries. It was at this stage where the need for an educational program became evident.

Twenty-five agencies of the county were called together at Las Vegas by the Agricultural Marketing Service representative to discuss the Food Stamp Program and decide what could be done to help the people in food buying and nutrition. A county nutrition committee was set up to guide the educational program and the county home agent was named chairman and coordinator.

The committee's action program included nutrition classes for welfare case workers, community meetings on food buying, marketing tours to local stores, and home visits.

The county home agent worked closely with the Agricultural Marketing Service to prepare nutrition "spots" for the local radio station and "Food News"—a newsletter dis-

tributed in grocery stores. These releases featured plentiful foods and the grocers paid for the printing of the leaflets. Educational limitations and backgrounds of the audience had to be kept in mind. Information was kept simple and was written in both Spanish and English.

In 1961, when the Food Stamp Program went into effect in my county, there were 560 families (1,677 persons) participating. A year later there were 783 families (3,679 persons) taking part.

In purchases of fresh produce, there was a 4 percent decrease due to a plentiful supply of homegrown vegetables. This is understandable.

Grocery sales increased 12.5 percent after the Food Stamp Program went into effect.

After one of the spot checks, Tom Kline, AMS representative on the Food Stamp Program, told a group in Las Vegas that nearly half of grocery store receipts for that period were coupons.

Studies were conducted periodically to determine if families were changing their eating habits. It was learned that the recipients of food stamps have better diets than low-income families not participating in the program. Studies show that recipients of food stamps consumed more milk, more meat, and more fruits and vegetables. In addition they learned how to plan meals around the four essential food groups. They were taught about food nutrients and what foods to buy to get them.

In general those associated with the program consider it successful. An attitude study showed that more than 90 percent of participating families expressed approval of the program, primarily because it offered a greater variety of food. All polled retailers indicated they liked the program. Local welfare workers felt that the program was generally more successful than the commodity donation program in increasing food consumption among low-income families.

Much still needs to be done to help recipients with meal planning and budgeting. Future plans are to make greater use of mass media in disseminating information and to work through the public schools to extend and expand nutrition education. ■



4-H girls can save money by preserving their own foods.

4-H Projects Profitable For Low-Income Families In Mercer County

by CLIFTON DOTSON,
Mercer County 4-H Agent, Princeton, West Virginia

HOW MUCH money can I make if I carry the Pig-feeding Project? What will it cost me to do a project? These are questions asked often by many 4-H Club members. Boys and girls know that money is scarce in the low-income family budget. Parents also want to know what to expect. So, the county Extension agents work with parents and club members to help them see the value of taking projects that will benefit the home.

Through the Potato, Small Fruits, and Pig-feeding Projects in Mercer County, 4-H members and their families can definitely point to increases in their family incomes. Many families are not now in the extreme low-income bracket only because their youth participated in

4-H projects that helped to increase family income.

The knowledge obtained in production and marketing has helped the parents as well as the 4-H members. Economic facts that members receive help parents do a better job in keeping records.

In Mercer County the 4-H agent and the agricultural agent work together to help 4-H members and their families receive and use information relative to production, marketing, and record keeping of 4-H projects.

Pig-feeding projects most profitable

Pig-feeding Projects have been most profitable for 90 Mercer County families during the last 12 years. Six families which had the greatest returns included 17 4-H members. Besides providing meat for family consumption, the six families earned a total of \$6,411.26. The smallest amount earned by one of the six families with one 4-H member was \$618.80, while the top earnings of \$2,060.23 went to another family with six 4-H members.

The club members and their parents learn from County Agent Richard E. Harbert how to feed, care for, butcher, trim, cure, smoke, and get the meat ready for sale.

The Bluefield Kiwanis Club sponsors a 4-H Ham and Bacon Show and Sale annually.

The 90 families in the county who have participated in the Pig-feeding Project during the past 12 years have realized total earnings of about \$22,000 from the county shows and sales. This has served to greatly supplement the family income.

Potatoes and small fruits

The Potato Project has brought a total of \$2,601.55 from 12 annual shows and sales sponsored by the Princeton Bank and Trust Company. A total of 188 club members from 110 families have participated. Many families through cooperation with the county Extension office, which suggested sales outlets, sold their surplus potatoes at market prices. In this project, members and their parents learned the value and importance of soil preparation and treatment, use of certified seed, cultivation and care, grading, packaging, marketing, and record keeping.

Small fruits have played an important part in the economy of 4-H families. Over a period of 3 years, 20 families earned a total of \$4,495.59 in the production and sale of strawberries and black raspberries.

Three families have continued to produce and sell strawberries commercially. The greater part of their incomes is realized from small fruit production that started as 4-H Club projects.

Other projects

The planting and sales of Christmas trees by one family in cooperation with their three sons' 4-H Conservation Projects helped to pay for the boys' college educations. Two of the boys sold trees valued at \$800 one year. This family now has a thriving Christmas tree business. In addition to their own trees, they purchase large numbers of trees from other sources to sell at the holiday season.

This same family now has a flourishing business owning and managing a kennel. Interest grew out of the 4-H

Dog Project completed by their son who obtained two registered pups and later began production and sale. Over a 2-year period, he sold puppies valued at \$1,150.

A 4-H member from another family sold three puppies for \$150. This project has a definite place in the family income.

These projects have had an important place in the economy of 4-H families in Mercer County. The total incomes listed are from specific projects shown by shows and sales which amount to \$31,212.31. We have no way of knowing exactly how much income has been realized by families over the years by enlarging upon a 4-H project which began on a simple basis. One mother stated that her daughter's education was realized because of her 4-H Strawberry and Potato Projects. She also stated that the family has earned at least \$2,736.90 through the production and sale of strawberries commercially. "This has proved to me," the 4-H mother said, "that we can learn to stand on our own feet and earn a decent living. 4-H Club work helped us to learn this fact."

What about "money-saving" projects? During the past 10 years literally hundreds of girls have owned more clothes and have been better dressed because they learned to sew by carrying the 4-H Clothing Projects. They saved money because materials and patterns cost less than readymade garments.

One 4-H girl from Mercer County is now the head of the alteration department in a large clothing store.

These two 4-H members are preparing meat for smoking.



4-H electricity projects are another way to save money.

She stated last summer, "I attribute my knowledge and interest in sewing to my 4-H Clothing Projects."

Members help their families with their food budgets by production, preparation, and preservation of foods.

Money is also saved by club members learning to care for the family car in their study of the 4-H Automotive Project.

The same is true with the Electric Project. Many expenses are saved because members learn how to repair electrical equipment in the home.

The girl who completes the Child Care Project learns how to bathe, dress, feed, play with, and care for a child. She also learns how to make needed garments for the child. She often uses this knowledge to earn income by babysitting outside the home.

Many 4-H members now have more attractive, comfortable rooms in their homes and have saved money by learning how to use simple ideas taught in the Room Improvement Project.

4-H Club Projects have definitely increased the income of families in Mercer County.

What has been done with this money?

It is obvious that much of the money goes toward subsistence of families. Others bank part of it to assure higher education for their members. Part of the money has been spent for farm equipment.

What do club members learn from all this planning, production, marketing? Through regular monthly meetings 4-H members learn the art of cooperation and working together toward a common goal. They learn to speak before groups, give demonstrations and to judge quality products. They learn the value of community service. They learn to take a good look at themselves and their own fourfold development to help them become better citizens for tomorrow. This proves that 4-H principles and down-to-earth family and other group activities are very important in the lives of families in any community. ■

F. R. Spencer has shown "limited resources" families . . .

How To Grow into the Livestock Business

by VIRGIL E. ADAMS, *Extension Editor—News, Georgia*

■ It would not be inaccurate to say that F. R. Spencer has made a specialty of working with farm families with limited resources.

Except for 9 months in another county, 3 years in the Army, and 1 year of graduate study, Spencer has been Associate County Agent in Meriwether County, Georgia, since October 1, 1932.

Located in the northwest section of the Peach State, Meriwether's 19,000 residents include some 9,000 Negro citizens. There are approximately 800 colored farmers in the county, and it is with this group primarily that Spencer has worked.

Because of his program of "Better Farm Practices and Better Family Living" many of these families have moved up from the "limited resources" category. They are enjoying increased income and a higher standard of living because they accepted Extension's teachings regarding swine, poultry, and beef cattle production. Not only has the livestock industry enabled these people to stay on the farm, but in many instances it has helped them to become landowners instead of tenants.

Meriwether County had long depended upon cotton as the major cash crop. Pimiento peppers were introduced in the county more than a decade ago, and in recent years they have been the number two cash crop. Lately, however, the soil bank and other conservation programs have resulted in less acreage being devoted to row crops. This meant, in turn, that less farm labor was needed. Consequently, Spencer turned his efforts toward the promotion of swine, poultry, and beef cattle in order to take up the slack.

He has been successful in the program for a number of reasons. One of the most important was the realization that these farmers did not have the capital to buy into the livestock industry: *they would have to grow into it.*

While the results of his work only recently have become significantly evident, the groundwork was laid back in the early 30's. As early as 1916 the first ham and egg show in Georgia was held at Fort Valley, the brainchild of retired County Agent, O. S. O'Neal. The events spread throughout the State and are now conducted in about 25 counties.

Spencer recalls that the first show was held in Meriwether in 1934. He said: "The hams were too long, the

shoulders too wide, and the bacon too salty."

Today it is different.

Farmers have learned to produce 10- to 16-pound hams, hickory smoked to a chestnut brown. They easily sell for \$1 a pound. With better breeding and feeding, farmers can get a No. 1 hog in 6 months. With better swine have come improved pastures and corn crops, up-to-date disease and parasite control—just better management all around.

"Our farmers realize that a good ham comes from a good hog," Spencer said.

At first the ham and egg show was only educational. It has now become an important source of income for Negro farmers of the county.

In 1937, eggs were displayed for the first time. Since then Meriwether County's poultry has improved tremendously. Mongrel-type chickens have disappeared. Improved housing has come with better brooding and feeding practices. Farm families are doing a good job of cleaning and grading eggs.

It all adds up to better meat and poultry products for the market and more and better food on the farm.

Interest in beef production came a little later. Spencer recalls that it was in 1937 that six 4-H Club boys got feeder calves through a program sponsored by the Citizens and Southern National Bank. The beef cattle industry was at such a low ebb in the State at that time that the calves had to be shipped in. At that time, no Negro farmer in the county owned even a crossbred beef calf or cow—much less a purebred.

As often happens, an adult farmer became interested in beef production after watching his two sons achieve success through the 4-H program. In 1940 George Martin purchased a registered Hereford bull calf and this was the beginning of the first crossbred beef herd owned by a Negro farmer in Meriwether County.

Along about this time the 4-H emphasis was changed from feeder steers to crossbred heifers. Five boys were picked each year to receive calves through the chain, and later the first offsprings were passed on to other 4-H boys.

The program got a boost in 1952 when Miss Georgia Wilkins of Columbus, Georgia began donating \$100 a year to be used for 4-H Club work with Negro youth in Meriwether County. She gave \$100 a year (a total of \$600) until her death. In her will she left \$3,500 to be

Spencer (right) tells livestock farmer Allen Blunt "When you spend a lifetime killing grass, you have to spend another lifetime growing it." But he has been able to show farmers in his county that Coastal Bermuda will grow 400 pounds of beef per acre, and that grass is necessary if they are going to be successful and grow into the livestock business.



used for promotion of 4-H in the county. This money, along with the original \$600, has been used and paid back by 4-H members year after year.

As a result of all this, approximately 80 "limited resources" families now own beef cattle herds. Spencer works closely with 17 herd owners, keeping accurate records on their operations and using them as demonstrations to get across additional information about livestock farming. The beef cattle program, along with swine and poultry, has helped nearly 100 families to become landowners, and continue to live on the farms where they were born.

Agent Spencer would be the first to admit that the transition has not been easy.

"When you spend a lifetime killing grass," he says, "you have to spend another lifetime growing it. Most of our farmers grew up fighting grass, because grassy cotton and peppers don't do very well. Naturally, there was resistance to the idea of planting grass. But we have been able to convince our farmers that Coastal Bermuda will grow 400 pounds of beef per acre, and that grass is necessary if we are to get into the livestock industry."

Spencer has used many methods to teach livestock to his farmers. But of all the techniques, he believes personal contact during on-farm visits has been his best tool.

"I believe sales are sometimes made on the 20th call," he said, "because some people are slow to change. Over and over I tell them, then tell them what I told them, and then tell them over again."

Through the years, farmers of Meriwether County have learned pretty well when to expect the Extension worker on their places. He follows a weekly schedule

of community and farm visits, bringing with him information on markets, weather, fertilization, and other timely practices.

In recent years, tours have played an important part in Spencer's educational program. Begun in 1948, the annual tour is held each summer and includes stops at 10 to 12 farms throughout the county. The tour group visits farmers who agree in January to carry out specific practices recommended by the Extension Service. These demonstration plots may be as small as one acre, but they have been used effectively through the years to show the results of using modern farming techniques.

Outlook and planning meetings have also become an important part of Spencer's work. The outlook meeting is held in December each year, with the county agent bringing information regarding crops as well as livestock. The County Program Planning Committee then meets to set up goals for the year. This committee includes 15 leading farmers and an equal number of homemakers and represents as many communities.

In addition to the Extension outlook information, the Planning Committee has the benefit of information from the County ASCS Office.

Spencer says the farmers with whom he works are enthusiastic about their future in Meriwether County. They have proved to themselves that a large amount of capital is not needed to expand their enterprises, but that they can use their limited resources to grow into the livestock business.

This expanded program has taken up the slack brought about by reduced acreage in row crops, and has resulted in improved quality of meat and poultry for home use, plus a surplus to be sold for supplemental income. ■



RAD—No Quick, Easy Solutions

HELPING RAD committees take a long, hard look at what's causing troubles isn't easy. But there's no effective shortcut. Local people need to come to grips with their problems, and pick the most important ones. They need to agree on what directions they want development to take, and make sure projects are practical. And they've got to work together.

Here are some brief examples of ways Extension has aided development groups. Maybe you'll find some ideas to help you.

What's hurting most?

There are lots of ways to help people study their situations, identify opportunities and problems, and set some priorities for tackling them.

Missouri, North Carolina, and New York are the latest to do this with self-administered discussion groups. Through informal, small group meetings, people are helped to analyze local problems.

West Virginia successfully used a panel of "experts" to help local people probe their problems.

Utah, Pennsylvania, Delaware, and California have used State resource development conferences. These are followed up with regional, area, and county study sessions where both major problems and prime resources are explored.

Kansas employs a pattern of regional research on local problems, individual and community goals, resources, and leadership. In Lane County, Kansas, the agent followed up with a series of well-attended dinner meetings, where featured speakers summarized the research findings. Buzz sessions helped pinpoint key problems, for their development group to work on.

An Arizona RAD committee asked Extension to help them to develop a questionnaire and train interviewers, so they could conduct their own problem census.

An old-fashioned New England town-meeting approach has been successfully used in Vermont.

What to do and will it work?

First efforts need to be "do-able" as well as significant. There's nothing more discouraging to development groups than starting with a project that's too big or that will take years to achieve.

Deciding what to do is, of course, partly dependent

on the probability of success. That's why Oklahoma RAD groups place a high value on the assistance of economists who've helped them rate economic feasibility of some proposed projects. One county committee figured this saved them from frittering away a lot of effort on projects that wouldn't pan out and helped them concentrate on ones that would.

Folks in Colquitt County, Georgia, focused on improving farming practices. Concentrating their efforts, they upped agricultural income steadily, from \$15.6 million in 1957 to \$21.2 million in 1962.

Helping groups to learn what industry looks for in locating plants can make development efforts more effective. Louisiana agents use State research results that show the importance of markets and raw materials in plant location decisions. (This same research revealed that "inducements" were vital to only one of 43 firms.) North Dakota published a checklist, with a guide to help communities trying to locate an industry.

In a multi-county area in North Central Arkansas, agents have built an area program around projects where people recognize the problem is bigger than any one county can handle alone. It began with just one project, and now has blossomed out into a half-dozen interrelated efforts. Each success builds a basis for better cooperation.

Working together

The President's cabinet-level Rural Development Committee has pointed out that the major ingredient for success in development work is "local initiative and local leadership."

Here's how Iowa agents made sure a 10-county area found effective leaders. Agents asked four or five leaders in each county for the names of five leaders who'd be good at planning social and economic development—plus another five who'd be good at putting plans into action. Then agents went to the people named and asked them the same kind of questions. Those named most often became the core of the planning and action groups for area development. They're good hard workers. But more important—they're recognized leaders.

Federal, State, and local agencies and organizations can be effective partners in progress. Extension workers in Ohio, West Virginia, Georgia, and Minnesota have compiled lists of State agencies and organizations and the kinds of help they can give resource development. (Similar to USDA's "Pegs for Progress" or the Department of Commerce's "Handbook of Federal Aids to Communities".)

Resource development isn't just working with things. It's working with people. They are the most important resource. That's why real involvement of local people—right from the start—is so important. *Don Dickson, Federal Extension Service.*